



Charlotte Mason's House of Education,  
Scale How, Ambleside, UK, 2009

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I approve of home-work if it be suitable in quantity and quality to the capacity of the child, and if the school-hours be so arranged as to allow of at least two hours' play or outdoor exercise every day and one hour for such subjects as music, drawing or manual work of some kind. I like teaching my boy, and gladly give him whatever time is necessary that I can spare from my own work; but I cannot let him, at the age of nine, grind for two hours every evening at lessons that are generally beyond him and frequently absurd, when I know he has had no time all day for anything but sums and Latin exercises and other book-work. The root of the evil is in the appalling waste of time during actual school hours and this arises from two causes, (1) the incompetence of the masters, who have never learned how to teach and (2) inadequacy of the staff, each master in private preparatory schools having, as far as my experience goes, boys of two or three different levels of attainment before him at one time, so that none of them are fully employed more than half the time that they are confined to the schoolroom. If any proof is needed of the inability of schoolmasters to teach, it may be found in Mr. F. Storr's address to the Teachers' Guild at their recent conference at the Merchant Taylors' School. He says:—"We insist that the physician shall have laid the foundation by a systematic study of anatomy and physiology, and further that he shall have walked the hospital and so exercised his 'prentice hand under proper supervision. How long must we wait before we have a similar guarantee in the case of a schoolmaster? How long will they glory in their shame and proclaim on the housetops that there can be no theory of education because they knew none themselves? . . . that training may be of use to pupil-teachers, but is supererogatory or even detrimental in the case of university and public school men?"

Commenting on the supposed danger of overstrain from university boat-races and the like, the *Field* (Apr. 11) refers to the longevity and eminence in after life of so many "old blues," compares the moral condition of the universities when such sports were not, and says, "Man requires excitement and interest. There is a danger for youth that if they cannot be furnished with wholesome excitement and occupation in their leisure hours, even at the cost of possible slight tax upon their physique, they may in sheer *ennui* resort to occupations calculated to sap both morals and health alike. . . . We cannot believe that, taken all round, health is injured for future life by competitions of this class as compared with the alternatives of old days, which tended so greatly to entice to less healthy and less moral attractions in leisure hours. We cannot keep our undergraduates in leading-strings; and it is safer to humour and encourage a bent which, at all events, cultivates courage, honourable emulation, self-control and asceticism, and so lays foundations hereafter for the desideratum of *mens sana in corpore sano*." The same point was enforced at a meeting of the Assistant Masters' Association, on April 12th, when a letter was read from Mr. John Burns, M.P., urging "more athletics and less sport, more games and less gaming, and in all manly exercises toleration and fair play."

I have only space to note the introduction by the Government of the Education Bill; the death of Dr. William Sharp, of Rugby, to whom

we owe the introduction of natural science into the curriculum of our public schools; the "Disadvantages of University Life," in the *Spectator*, March 20th; and an address on the "New Education," by Mr. Howard Swan, reported at length in the "Journal of Education" for this month.

April 16th, 1896.

PATER JUNIOR.

## P.N.E.U. NOTES.

Edited by Miss FRANCES BLOGG, Sec., 28, Victoria Street, S.W.

To whom Hon. Local Secs. are requested to send reports of all matters of interest connected with their branches, also 30 copies of any prospectuses or other papers they may print.

The Library Committee acknowledge, with many thanks, the gift of the following books by their authors:—

- "Springs of Conduct." Professor Lloyd Morgan.
- "Brush-work for the Kindergarten." Mrs. Rowland Hill.
- "Brush-work"; "Aunt Mai's Annual." Mrs. Steinthal.
- "Teacher's Guide to Child Pianist." Mrs. Spencer Curwen.
- "Exercises" (8 parts). Mrs. Spencer Curwen.
- "The Country Month by Month." Professor Boulger.
- "Primer on Browning." Mrs. C. V. Parsons.
- "Locke's Thoughts on Education"; "Lessons on the Church Catechism." Rev. Canon Daniel.

"How Dante climbed the mountain." Miss Selfe.

Also of the following:—

From Mrs. Franklin.—"Official Report of Women Workers"; "History of Scotland" (Mackenzie); "Levana" (Jean Paul Richter); "First Book of Psychology" (James); "Fresh Lights from Ancient Monuments" (Sayce); "Historical Reader" (Longmans); "First Lessons in French" (Gouin); "First Year of Scientific Knowledge"; "Care of Infants" (Jex-Blake); "Moral Training" (Miss Sherriff); Monthly copy "Journal of Education."

From Mrs. Spencer Curwen.—"A Song, please" (C. Hutchins Lewis); "Songs and Games for the Kindergarten" (Tisdale & Gilbert); "Medley of Song" (Mrs. Scoggins); "Saltaire Kindergarten Games" (Lois Bates); "Saltaire Action Songs" (Lois Bates).

Also "A plea for a simpler life" (Dr. George Shene Keith), from Mrs. Keith.

"Strictures on Modern Female Education" (Hannah More).

BELGRAVIA.—On March 26th Canon Scott Holland gave an exceptionally able address on "Goads." After speaking of education as simply evocation—the calling out of capacities and setting nature free—he went on to suggest that although all this was in a measure true, yet

we could not dispense with the spur, with the violent pressure of examinations, and the painful "grind." He begged his audience to distinguish two stages—two purposes—two aims in education. (1) The evocation of gifts. (2) The development of capacities is not the goal—but uses these gifts. The development of capacities is not the goal—but the calling forth of a central will, a spring of character, a force of judgment which makes up "individuality." The distinction should be forced on the child. "You and your instincts are two, not one, and they are to be driven apart as life grows." Canon Scott Holland then spoke of Concentration, Equity, and Response, as three signs of educated judgment—all of them involving discipline; and then went on to assure his audience that "the will won't put out its power without a squeeze," and thence the use of "goads." The lecture was given at 50, Ennismore Gardens (by the kindness of Mrs. Farrer), and was listened to with the deepest interest by about 90 members and friends.

**HYDE PARK AND BAYSWATER.**—(Hon. Sec., Mrs. E. Franklin, 9, Pembridge Gardens. "At Home," Thursday mornings). On March 17th a paper was read by Mrs. Franklin to the Reading circle on "The influence of Education on Imagination." The next meeting of the Reading circle will be on May 12th, at 9 o'clock, at 9, Pembridge Gardens. On May 6th, at 8 p.m., Mrs. Steinthal will lecture at 33, Cavendish Square (by kind permission of Mrs. Symes Thompson), on "Children's Work in connection with the Budget." E. Symes Thompson, Esq., M.D., in the chair. Brush drawing classes to children and adults, and French and German classes (Gouin method) will be resumed in May. Names should be sent in at once for the Wednesday Natural History Excursions, under Mr. Rowbotham's guidance, for children from 7 upwards. Fee, 10/- for 10 lessons. Cricket, junior (girls and boys under 12), and senior (girls) on Mondays and Thursdays, commences May 4th, under superintendence of a master. Fee, 10/- Further particulars from Mrs. Franklin.

**HAMPSTEAD AND ST. JOHN'S WOOD.**—On March 20th a meeting was held at The Ferns' School, 153, Finchley Road (by the kindness of Miss Borchardt). Mr. F. Bond, M.A., F.G.S., contributed a paper on "What not to teach," which, in his unavoidable absence, was kindly read by Miss Borchardt. There was a good discussion. Miss Hall addressed this branch on April 22nd, on "Country Rambles." The last meeting of the session will be held during this month, when Mrs. Steinthal will read a paper on "How I teach my children."

**CLAPHAM.**—The March meeting was held on the 25th, at 8 p.m., at 13, Cedars Road, Clapham Common, by kind invitation of Mrs. Beveridge. Miss Edith Barnet greatly impressed her audience by an excellent address on "Out-of-School Education." The Rector of Clapham in the chair. There was no April meeting; the next paper will be read by Miss Pace on May 4th.

**FINCHLEY.**—Miss Helen Webb, M.B., delivered an address on "Habit," on February 27th, at Meadowside, North Finchley (by kind permission of Mrs. Clayton). Mr. McClure, President of the branch, presided, and there was a good attendance of members and others, who were much

interested. A meeting was held on March 26th, at Christ's College, Finchley (by kind permission of Mr. Philipson). Miss Wells, of Hampstead, read a paper on "Expediency *versus* Development in Education."

**READING.**—The fifteenth ordinary meeting was held on Saturday, March 21st, at Ascham House (by kind permission of Miss Abrams). H. M. Wallis, Esq., J.P., took the chair. An address was given by Mrs. E. L. Franklin (Hon. Sec. Hyde Park and Bayswater Branch) on "Natural History Clubs, as a means of furthering the Study of Nature." At the close of the meeting interesting collections of specimens were examined and much appreciated by members. It is hoped that an impetus has thereby been given to the newly formed Natural History Club in connection with this branch. The next meeting will be held on May 30th, when the Rev. W. Hume Campbell, M.A., is expected to give an address on "Memory."

**EASTBOURNE.**—On the 17th March an address was given by the Rev. Rowland Cardwell, Vicar of Fulham, on "The Religious Education of Children." The lecturer urged that parents should be definite in their teaching, recalling the fact that children of the poor are more systematically instructed than our own in this particular. He approved of children being taught forms of prayer and hymns and passages from the Bible, even before they could fully grasp their meaning, so that they should be laid to store in the young retentive memory. Fathers should not forget that their teaching and example is necessary as well as the mothers. Parents also should realise the fact that children do not love them by instinct in the same way that parents love their children—the love and confidence must be won by the parent before influence and teaching can begin. The speaker concluded with the remark that children are heaven-sent messengers to their parents, so that parents have as much to be taught by the children as to teach them. A drawing room meeting was held at Ingleside, on March 24th, when a much appreciated address was given by Miss Wedgwood, which it is hoped will be repeated later. It was found necessary to postpone the April meetings, Mr. Roberts' lecture will, therefore, be given early this month, at All Saints' Vicarage (by kind permission of Mrs. Woodward), on "The co-relation of mental and physical education."

**HASTINGS AND ST. LEONARD'S.**—On February 22nd, at the Hastings and St. Leonard's College, Cumberland Gardens, a lecture was given by Rev. F. R. Burrows, M.A., of Ancaster House School, on "Geography: a Neglected Subject at Home and in School"; chairman, P. Pritchard, Esq. (Chairman of the Local School Board). On March 28th, at Miss Tiddeman's Studio (by kind permission), a lecture was given by Dr. Downes, of Eastbourne, on "Backward Children"; Chairman, A. Lewis Ward, Esq. During this month a paper will be read by Miss Beth Finlay, on "University Life for Girls."

**SOUTHPORT.**—Although this branch has not sent in reports to the last two numbers of the *Review*, owing to the illness of the Secretary, the meetings have been highly successful this session. The first was held in November, at the house of the President, South Lawn, Rawlinson Road. Lady Wheler took the chair. Miss Simon read a paper on

"Teaching and Education," which was so appreciated that it aroused discussion amongst those who had no intention of speaking. The second lecture, in December, was again held at South Lawn, Lady Wheler presiding. Mrs. Miall, of Leeds, who spoke on the subject of "Teaching a Modern Language," delighted her audience, and as many school teachers were present an exchange of experiences followed. The next two meetings were held at the residence of H. C. Mocatta, Esq., Clive House, Queen's Road. At the February meeting the Rev. J. Williams took the chair, and Dr. Maccall gave a capital and condensed lecture on "Heredity," illustrating largely. Discussion followed. Miss Mason, Foundress of the Union, gave an address at the March meeting on "The Future of the P.N.E.U." Mr. Mocatta presided. Her words were listened to with reverent attention, as she stirred the hearts of both teachers and parents by her inspired understanding of child nature, and her divine ideals for their education and future. Every meeting was thoroughly well attended. The Branch numbers 52 members, and many have expressed their intention of joining. Both parents and school teachers fall in with the ideas of the Union, and in Southport it is decidedly a "Parents' and Teachers' Union." Mrs. Dixon, 8, Preston Road, Hon. Sec., will be glad to answer any enquiries.

SCARBOROUGH.—On February 12th (by invitation of Miss Theedam), Mrs. Miall read a paper on "Play." In a most philosophical and logical way, Mrs. Miall argued her points, claiming for children more of nature's playground and less routine of life. Everyone felt they had listened to a most interesting and inspiring paper. Miss Theedam presided. On March 18th a small meeting was held (by kind invitation of Mrs. Godfrey), when Mrs. Edward Wallis read a paper on "Punishment." The discussion that followed proved the value of the paper, which dealt with the law of natural results as the standard rule for correction. Extracts from Herbert Spencer, Mr. Rooper (*Parents' Review*, 1885) and Miss Mason's "Home Education" were read, in addition to the paper. Mrs. Godfrey presided. This meeting was the last of the winter session.

BROUGHTY FERRY.—Dr. Emily Thompson gave a lecture to members and their friends on Thursday, March 5th. The subject was "Some Dangers of the Developmental Periods." There was a good attendance, and all present were much interested, and felt that much was said which was both suggestive and useful.

EDINBURGH.—It was found necessary to postpone the lecture which was announced for April 7th, until Tuesday, May 5th. The title is "The Teaching of Natural History as an Educational Discipline," by Mr. Arthur Thomson.

FARNWORTH, LANCASHIRE.—A drawing room meeting was held on April 1st, at the house of Mrs. Harold Barnes, when Miss Staley, of New Brighton, read a paper on "Parental Responsibility." A short discussion followed, and ten ladies promised to join the P.N.E.U. should a branch be formed in the district.

# THE PARENTS' REVIEW

A MONTHLY MAGAZINE

OF HOME-TRAINING AND CULTURE.

"Education is an atmosphere, a discipline, a life."

OBEDIENCE.

BY HENRY BEVERIDGE, ESQ.

I. INTRODUCTORY.

AMONG the factors with which, as head and ruler in the family, the parent is called upon to deal, obedience must rank as one of the most important. The whole comfort of the household, the whole course of the children's future lives may be said to depend upon the views held by the parent in regard to this subject and upon the practical consequences which follow from them. If this be so, it evidently becomes the duty of parents and of all those guardians, teachers, nurses—who in dealing with children stand in the place of parents, to consider with no little care the relation of obedience in which they stand towards the children committed to their charge. It becomes their duty to examine for themselves the various aspects of obedience: the fundamental natural relations which render obedience so vitally essential an influence in the life of the child; the relations in which obedience stands to the capacities of the child's nature—to his spontaneous activities, to habit, to will; its relations to the physical and moral welfare of the child; and finally, the relations of obedience to the ultimate moral attainment which we set before us as the ideal goal of our children's lives.

Before turning our attention definitively to obedience, the proper subject before us, it will perhaps prepare the way for